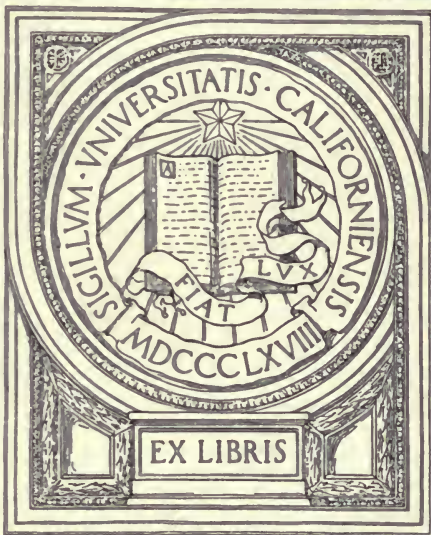


EXCHANGE



EX LIBRIS



Digitized by the Internet Archive
in 2007 with funding from
Microsoft Corporation

PUBLICATIONS

OF THE

CLARK UNIVERSITY LIBRARY

EDITED BY

LOUIS N. WILSON, LIBRARIAN

VOL. 4

1914-1915

CLARK UNIVERSITY PRESS
WORCESTER, MASS.

21009
C6
V.4-5

EXCHANGE
TO YOU
ABOUT 100

TABLE OF CONTENTS

VOLUME FOUR

	PAGES
No. 1. List of Degrees Granted at Clark University and Clark College, 1889-1914. Compiled by Louis N. Wilson,	52
No. 2. Alexander Francis Chamberlain. In Memoriam,	65
No. 3. Bibliographies on Educational Subjects—No. 3. Edited by William H. Burnham,	45
No. 4. The Universities and Investigation. Address delivered on Founder's Day, Feb. 1, 1915. By Ralph S. Lillie,	22
No. 5. Bibliographies on Educational Subjects—No. 4. Experimental and General Pedagogy. Edited by William H. Burnham,	32
No. 6. Directory of Alumni, Faculty and Students. Clark University. Compiled by Louis N. Wilson,	32

EXCHANGE
AUG 24 1915

PUBLICATIONS
OF THE
CLARK UNIVERSITY LIBRARY

WORCESTER, MASS.

EDITED BY LOUIS N. WILSON, LITT. D., LIBRARIAN

Vol. 4

AUGUST, 1915

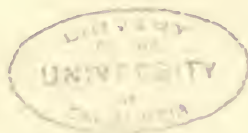
No. 5

Bibliographies on Educational Subjects

Edited by
WILLIAM H. BURNHAM

4.

Experimental and General Pedagogy



Clark University Press
WORCESTER, MASS.



BIBLIOGRAPHIES ON EDUCATIONAL SUBJECTS

No. 4

Experimental and General Pedagogy

Bibliographies on educational subjects from the Seminary in Education at Clark University have hitherto been published as follows: on Experimental Pedagogy, in 1912; on Educational Psychology, 1913; on Educational Subjects, in 1914. For convenience these may be numbered as a series, and the following bibliographies prepared during the year 1914-15 will accordingly make number 4 of this series. The bibliographies for this year are in the fields of experimental Pedagogy and general Pedagogy. Those on experimental Pedagogy supplement in part those published in 1912.

It has been customary for each student to choose a topic for study and make a report, accompanied by a bibliography of the representative books dealing with the subject and of titles of literature especially used by the student. The attempt is made to adapt the subjects to the individual interests of the students, and hence they are miscellaneous in character. As the time for preparation and for the report is limited no attempt is made to treat all phases of the subjects chosen or to make the lists complete. On many of these subjects there are extended printed bibliographies; in such cases they are often mentioned and no attempt made to duplicate such lists. As these bibliographies have been found helpful they are published for whatever they may be worth.

July, 1915.

WM. H. BURNHAM.

**BIBLIOGRAPHIES ON EDUCATIONAL SUBJECTS
PREVIOUSLY PUBLISHED**

1. Experimental Pedagogy. July, 1912. 49 p.
2. Educational Psychology. September, 1913. 44 p.
3. Educational Subjects. December, 1914. 45 p.

CONTENTS

	Page
Sense Training.	
By J. M. Andress.....	21
Johann Heinrich Pestalozzi.	
By Lawrence A. Averill.....	31
Experiments in Mechanical Motor Training.	
By S. K. Boyajian.....	22
Binet's Intensive Child-study: a Contribution to Individual Psychology.	
By M. H. Burdett.....	12
A Comparison of the Vaso-motor and Cardio-Vascular Indices in School Children.	
By Frederick E. Clerk.....	29
Imaginal Types and Intellectual Endowment.	
By H. R. Crosland.....	5
Experimental Studies of Children's Drawings.	
By L. C. Day.....	19
Psychology of Individual Differences.	
By William L. Dealey.....	10
Grading, Examinations and Promotions.	
By Aubrey A. Douglass.....	24
Recent Studies in the Pedagogy of Arithmetic.	
By A. O. Griggs.....	20
Some Sensory Factors Involved in Training.	
By George E. Jones.....	12
Studies of Posture.	
By Charles B. Lewis.....	30
Experimental Studies in Reading.	
By Charles E. McCorkle.....	17
Association Experiments on Children.	
By Florence Mateer.....	5
Home Study.	
By E. W. Moore.....	23
Some Aspects of Modern Foreign Language Teaching.	
By Cora E. Morse.....	26
Methods of Teaching Reading.	
By George A. Prohaska.....	16
Imitation in Writing.	
By Charles B. Shaw.....	25

CONTENTS

	Page
Children's Ideals.	
By Gertrude P. Smith.....	28
Transfer, Experimental Studies.	
By Angelina L. Weeks.....	14
Experimental Literature on Various Phases of Voluntary Control.	
By Raymond H. Wheeler.....	7
Psychological Differences Between Children and Adults.	
By Edward C. Wilson.....	27

ASSOCIATION EXPERIMENTS ON CHILDREN

BY FLORENCE MATEER

1. **Aschaffenburg, G.** Experimentelle Studien über Assoziationen. Kraepelin: Psycholog. Arbeiten. 1896, Vol. 1, pp. 209-299; 1899, Vol. 2, pp. 1-83; 1904, Vol. 4, pp. 235-373.
2. **Cantor, E.** Ergebnisse von Assoziationsversuche mittels blossen Zurufs bei Schwachsinnigen. Monat. f. Psychiatrie. 19-- , Vol. 29, pp. 335-342.
3. **Eastman, F. C. and Rosanoff, A. J.** Association in feebleminded and delinquent children. Am. Jour. of Insanity. 1912, Vol. 69, pp. 125-141.
4. **Goett, T.** Assoziationsversuche an Kindern. Zeit. f. Kinderheilkunde. 1910-11, Vol. 1, pp. 241-345. (Bib.)
5. **Hall, G. S.** Contents of children's minds on entering school. Ped. Sem. 1891, Vol. 1, pp. 139-173.
6. **Jung, C. G.** The association method. Am. Jour. of Psychol. 1910, Vol. 21, pp. 219-269.
7. **Kent, G. H. and Rosanoff, A. J.** A study of association in insanity. Am. Jour. of Insanity. 1910, Vol. 67, pp. 317-377.
8. **Kohs, S. C.** The association method in its relation to the complex and complex indicators. Am. Jour. of Psychol. 1914, Vol. 24, pp. 544-594. (Bib.)
9. **Sommer, R.** Lehrbuch der psychopathologischen Untersuchungsmethoden. Berlin, Schwarzenberg, 1899, 399 p.
10. **Ziehen, T.** Die Ideenassoziation des Kindes. Sammlung von Abhandlungen aus dem Gebiete der pädagogischen Psychologie u. Phys. 1898, Vol. 1, pt. 6, pp. 1-66; 1900, Vol. 3, pt. 4, pp. 1-59.

IMAGINAL TYPES AND INTELLECTUAL ENDOWMENT

BY H. R. CROSLAND

1. **Abbott, E. E.** On the analysis of the memory consciousness in orthography. Psychol. Rev. 1913, Vol. 11, pp. 27-58.
2. ———. On the analysis of the factor of recall in the learning process. Psychol. Rev. 1913, Vol. 11, pp. 59-77.
3. **Binet, A.** Psychologie du raisonnement. Paris. Alcan. 1896, 171 p.
4. **Burnham, W. H.** Individual differences in the imagination of children. Ped. Sem. 1893, Vol. 2, pp. 204-225.

5. — —. The hygiene and psychology of spelling. Ped. Sem. 1906, Vol. 13, pp. 474-501.
6. **Colvin, S. S.** The ideational types of school children. Ped. Sem. 1909, Vol. 16, pp. 314-324.
7. — and **Meyers, E. J.** The development of imagination in school children. Psychol. Rev. Mon. Supp. 1909, Vol. 11, pp. 85-126.
8. **Dodge, R.** Die motorischen Wortvorstellungen. Hall, Niemeyer. 1896, 78 p.
9. **Dürr-Borst, M.** Die Erziehung der Aussage und Anschauung des Schulkindes. Zeit. f. exp. Päd. 1906, Vol. 3, pp. 1-30.
10. **Fernald, M. R.** The diagnosis of mental imagery. Psychol. Rev. Mon. Supp. 1912, Vol. 14, pp. iii-169.
11. **Foster, W. S.** The effect of practice upon visualizing. Jour. Ed. Psychol. 1911, Vol. 2, pp. 11-22.
12. **Frankfurther, W. and Thiele, R.** Über den Zusammenhang zwischen Vorstellungstypen und sensorische Lernweise. Zeit. f. Psychol. u. Phys. der Sinnes. 1912, Vol. 62, pp. 96-131.
13. **Hennig, R.** Bemerkungen zu einem Fall von abnormen Gedächtnis. Zeit. f. Psychol. u. Phys. der Sinnes. 1910, Vol. 55, pp. 332-342.
14. **Hornabrook, A. R.** The pedagogical value of number forms. Educ. Rev. 1893, Vol. 5, pp. 467-480.
15. **Lobsien, M.** Experimentelle Untersuchungen über die Gedächtnisentwicklung bei Schulkindern. Zeit. f. Psychol. 1902, Vol. 27, pp. 34-76.
16. **Meumann, E.** The psychology of learning. Tr. by J. W. Baird. N. Y., Appleton, 1913, 393 p.
17. — —. Vorlesungen. Leipzig, Engelmann, 1913, 3 vols, vol. 2.
18. **Meyer, G. H.** Untersuchungen über die Nervenfasern. Tübingen, Laupp. 1843, 316 p.
19. **Patrick, G. T. W.** Should children under ten learn to read and write? Pop. Sci. Mo. 1899, Vol. 54, pp. 382-392.
20. **Pedersen, R. H.** Experimentelle Untersuchung der visuellen und akustischen Erinnerungsbilder, angestellt an Schulkindern. Arch. f. d. ges. Psychol. 1905, Vol. 4, pp. 520-534.
21. **Pfeiffer, L.** Über Vorstellungstypen. Leipzig, Päd. Monog. 1907, Vol. 2, 127 p.
22. — —. Über qualitative Arbeitstypen. Leipzig, Päd. Monog. 1908, Vol. 5, 279 p.
23. **Pöhlmann, A.** Experimentelle Beiträge zur Lehre von Gedächtnis. Berlin, Gerdes. 1906, 191 p.
24. **Spindler, F. N.** Memory types in spelling. Educ. 1907, Vol. 28, pp. 175-181.
25. **Stricker, S.** Studien über die Sprachvorstellungen. Wien, Braumüller. 1880, 106 p.

26. ———. Studien über die Bewegungsvorstellungen. Wien, Braumüller. 1882, 72 p.
27. Swift, E. J. Mind in the making. N. Y., Scribner. 1908, 329 p.
28. Talbot, E. B. An attempt to train the visual memory. Amer. Jour. Psychol. 1897, Vol. 8, pp. 414-417.
29. Toulouse, E. Henri Poincaré. Paris, Flammarion. 1909, 285 p.
30. Watkins, S. H. Beziehungen zwischen der Intelligenz und dem Lernen und Behalten. Leipzig, Hahn. 1911, 93 p.
31. Witmer, L. A case of chronic bad spelling. Psychol. Clinic. 1903, Vol. 1, pp. 53-64.

EXPERIMENTAL LITERATURE ON VARIOUS PHASES OF VOLUNTARY CONTROL

—
BY RAYMOND H. WHEELER
—

A. The Aufgabe

1. Ach, N. Über die Willensstärke und das Denken. Göttingen, Vandenhoeck. 1905, 294 p.
2. ———. Über den Willensakt und das Temperament. Leipzig, Quelle & Meyer. 1910, 324 p.
3. ———. Willensuntersuchungen in ihre Bedeutung für die Pädagogik. Zeit. f. d. päd. Psychol. 1913, Vol. 14, pp. 1-11.
4. Hillgruber, A. Fortlaufende Arbeit in Willensbetätigung. Untersuchungen z. Psychol. u. Phil. 1912, Vol. 1, No. 6, 49 p.
5. Geissler, L. R. Analysis of consciousness under negative instructions. Amer. Jour. of Psych. 1912, Vol. 23, p. 183-229.
6. Glässner, G. Über Willenshemmung und Willensbahnung. Untersuch. z. Psychol. u. Phil. 1912, Vol. 1, No. 7, 141 p.
7. Langfeld, H. S. Voluntary movement under positive and negative instructions. Psychol. Rev. 1913, vol. 20, pp. 459-479.
8. Messmer, O. Die neueren experimentelle Untersuchungen des Willensaktes und ihre Bedeutung für die Pädagogik. Zeit. f. päd. Psychol. u. exp. Päd. 1912, Vol. 13, pp. 85-106.
9. Meumann, E. Vorlesungen. Leipzig, Engelmann. 1910, 3 vols., Vol. 1.
10. ———. Intelligenz und Wille. Leipzig, Quelle u. Meyer. 1913, 361 p.
11. Rux, C. Beitrag zur Lehre von der Determination. (Diss.) Königsberg. 1913, 54 p.
12. Wiedenbergh, W. Die perseverierend-determinierende Hemmung bei fortlaufender Tätigkeit. Untersuch. z. Psychol. u. Phil. 1913, Vol. 2, 109 p.

B. Factors directly influencing motor responses

13. **Burnette, C. T.** Studies on the influence of abnormal position upon the motor impulse. *Psychol. Rev.* 1904, Vol. 11, pp. 370-394.
14. **Dresslar, F. B.** Some influences affecting the rate of voluntary movements. *Amer. Jour. of Psych.* 1891-2, Vol. 4, pp. 514-527.
15. **Féré, C. H.** *Sensation et mouvement.* Paris, Baillière. 1900. 162 p.
16. ———. Étude expérimentale de l'influence des excitations agréables et des excitations désagréables sur le travail. *l'Année Psychologique.* 1900, Vol. 7, pp. 82-129.
17. **Rose, H.** Einfluss der Unlustgefühle auf der motorischen Effect der Willenshandlung. *Arch. f. d. ges. Psychol.* 1913, Vol. 28, pp. 94-128.
18. **Münsterberg and Campbell.** The motor power of ideas. *Psychol. Rev.* 1894, Vol. 1, pp. 441-453.

C. The antecedents of voluntary movement

19. **Burnette, H. C.** An experimental test of the classical theory of volition. *Garman Stud. in Phil. and Psych.* Boston, Houghton, Mifflin. 1906, pp. 393-401.
20. **Martin, L. J.** Zur Lehre von den Bewegungs-vorstellungen. *Zeit. f. Psychol. u. Phys. d. Sinnes.* 1910, Vol. 56, pp. 401-447.
21. **Thorndike, E. L.** Ideo-motor action. *Psych. Rev.* 1913, Vol. 20, pp. 91-107.
22. ———. Mental antecedents of voluntary movements. *Jour. Phil. Psych. and Sci. Meth.* 1907, Vol. 4, pp. 40-42.
23. **Woodworth, R. S.** The cause of a voluntary movement. *Garman studies in Phil. and Psych.* Boston, Houghton Mifflin. 1906, pp. 351-392.

D. Growth of voluntary control in the child

24. **Dexter, E. G.** Survival of the fittest in motor training. *Ed. Rev.* 1902, Vol. 23, pp. 81-91.
25. **Dewey, J.** Interest in relation to training of the will. *Yearbook Herbart Soc.* 1895, pp. 5-39.
26. **Dornblüth, O.** Über die Mittel zur Stärkung der Willenskraft. *Zeit. f. exp. Päd.* 1908-9, Vol. 7-8, pp. 1-5.
27. **Hall, G. S.** Moral education and will training. *Ped Sem.* 1892, Vol. 2, pp. 72-89.
28. **Kirkpatrick, E. A.** The development of voluntary movement. *Psychol. Rev.* 1899, Vol. 6, pp. 275-281.
29. **Smith, T. L.** Obstinacy and obedience; a study of the psychology and pedagogy of the will. *Ped. Sem.* 1905, Vol. 12, pp. 27-54.

E. Learning studies, and genetic development of control of movements

30. **Bair, J. H.** Development of voluntary control. *Psych. Rev.* 1901 Vol. 8, pp. 474-510.
31. **Barnes, J. C.** Voluntary isolation of control in a group. *Psych. Bul.* 1910, Vol. 7, pp. 67, 68.

32. — —. The pressure curve in voluntary control. *Psych. Bul.* 1911, Vol. 8, pp. 72-73.
33. **Book, W. F.** Psychology of skill, with special reference to its acquisition in typewriting. *Univ. Mont. Bul.* 1908, Vol. 53, 188 p.
34. **Dearborn, G. V. N.** Kinesthesia and the intelligent will. *Amer. Jour. Psych.* 1913, Vol. 24, pp. 204-255.
35. **Downy, J.** Control processes in modified handwriting. *Psych. Rev. Mon.* 1908, Vol. 9, pp. 1-148.
36. **Johnson, W. S.** Researches in practice and habit. *Studies from Yale Psych. Lab.* 1898, Vol. 6, pp. 51-103.
37. **Rowe, E. C.** Voluntary movement. *Amer. Jour. Psy.* 1910, Vol. 21, pp. 513-562.
38. **Scripture, Brown, and Smith.** On the education of muscular control and power. *Stud. from Yale Psych. Lab.* 1894, Vol. 2, pp. 114-119.
39. **Woodworth, R. S.** The accuracy of voluntary movement. *Psy. Mon.* 1899, Vol. 1, 114 p.
40. — —. On the voluntary control of the force of movement. *Psych. Rev.* 1901, Vol. 8, pp. 350-359.

F. Suggestion and imitation

41. **Bell, H. C. Hatch and Ohr.** The effect of suggestion upon the reproduction of triangles and of point differences. *Am. Jour. Psych.* 1908, Vol. 19, pp. 504-518.
42. **Binet, A.** La suggestibilité. *L'Année Psych.* 1898, Vol. 5, pp. 82-152.
43. **Brand, J. R.** The effect of verbal suggestion upon the estimation of linear magnitudes. *Psych. Rev.* 1905, Vol. 11, pp. 41-49.
44. **Burnham, W. H.** Suggestion in school hygiene. *Ped. Sem.* 1912, Vol. 19, pp. 228-249.
45. **Pearce, H. J.** Normal motor suggestibility. *Psy. Rev.* 1902, Vol. 1, pp. 329-356.
46. **Small, M. H.** The suggestibility of children. *Ped. Sem.* 1896, Vol. 5, pp. 182-220.
47. **Strong, E. K.** The effect of various types of suggestion upon motor ability. *Psych. Rev.* 1910, Vol. 17, pp. 279-293.

G. Rivalry and competition

48. **Moede, W.** Der Wettstreit, seine Struktur, sein Ausmass. Ein Beitrag zur experimentellen Gruppenpsychologie. *Zeit. f. päd. Psych. u. exp. Päd.* 1914, Vol. 15, pp. 353-368.
49. **Triplett, N.** The dynamogenic in pace making and competition. *Amer. Jour. of Psych.* 1898, Vol. 9, pp. 507-533.
50. **Wright, W. R.** Some effects of incentive on work and fatigue. *Psych. Rev.* 1907, Vol. 13, pp. 23-34.

H. General treatises

51. **James, W.** The principles of psychology. N. Y., Holt. 1891, Vol. 2.
52. **Woodworth, R. S.** Le mouvement. Paris, Doin. 1903, 421 p.

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

BY WILLIAM L. DEALEY

1. **Angell, J. R.** Methods for the determination of mental imagery. *Psy. Rev. Mon. Suppl.* 1910-11, Vol. 13, No. 53, pp. 61-107.
2. **Betts, G. H.** The distribution and functions of mental imagery. *Teachers Coll. Columbia Univ. Cont. to Educ.* 1909, No. 26, 99 p.
3. **Binet, A.** *Psychologie individuelle: la description d'un objet.* *L'Année Psychol.* 1897, Vol. 3, pp. 296-332.
4. ———. *La description d'une cigarette.* *Rev. de Psychiatrie.* 1897, Vol. 1, pp. 235-243.
5. **Bonser, F. G.** The reasoning ability of children of the fourth, fifth, and sixth school grades. *Columbia Univ. Contrib. to Educ.* 1910, No. 37, 133 p.
6. **Brown, W.** Some experimental results in the correlation of mental abilities. *Brit. Jour. of Psychol.* 1910, Vol. 3, pp. 296-322.
7. ———. The essentials of mental measurements. *Cambridge Univ. Press, Cambridge.* 1911, 154 p.
8. ———. The effects of 'observational errors' and other factors upon correlation coefficients in psychology. *Brit. Jour. of Psychol.* 1913, Vol. 6, pp. 223-238.
9. **Burnham, W. H.** Individual differences in the imagination of children. *Ped. Sem.* 1892, Vol. 2, pp. 204-225.
10. **Burt, C.** Experimental tests of general intelligence. *Brit. Jour. of Psychol.* 1909, Vol. 3, pp. 94-177.
11. **Chambers, W. G.** Individual differences in grammar grade children. *Jour. of Ed. Psychol.* 1910, Vol. 1, pp. 61-75.
12. **Colvin, S. S. and Myers, E. J.** Development of imagination in school children and relation between ideational type and retentivity of material appealing to various sense departments. *Psychol. Rev. Mon. Suppl.* 1909, Vol. 11, No. 44, pp. 85-126.
13. **Franz, S. I.** *Handbook of mental examination methods.* N. Y. *Jour. Nerv. and Ment. Diseases Pub. Co.* 1912, 165 p.
14. **Heymans, G. and Wiersma, E.** *Beiträge zur speziellen Psychologie auf Grund einer Massenuntersuchung.* *Zt. f. Psychol.* 1906-8, Vol. 42, pp. 81-127; 258-301; Vol. 43, pp. 321-373; Vol. 45, pp. 1-42; Vol. 46, pp. 321-333.
15. **Hollingworth, H. L.** Individual differences before, during, and after practice. *Psychol. Rev.* 1914, Vol. 21, No. 1, pp. 1-8.
16. **Huey, E. B.** The Binet scale for measuring intelligence and retardation. *Jour. of Ed. Psychol.* 1910, Vol. 1, pp. 435-444.

17. **Kelley, T. L.** The association experiment; individual differences and correlations. *Psychol. Rev.* 1913, Vol. 20, pp. 479-504.
18. **Marsh, H. D.** The diurnal course of efficiency. *Archives of Phil. Psy. and Sci. Methods.* 1906, Vol. 1, No. 7, 99 p.
19. **Meumann, E.** Vorlesungen zur Einführung in die experimentelle Pädagogik. Leipzig, Engelmann. 1913, Vol. 2, 800 p.
20. **Partridge, G. E.** An outline of individual study. N. Y., Sturgis & Walton. 1910. 240 p.
21. **Rusk, R. R.** Experimental education. *Jour. of Ed. (Lond.)* 1910, Vol. 32, pp. 835-838.
22. **Sakaki, Y.** Some studies in so-called 'abnormally intelligent pupils.' *Psy. Clin.* 1912, Vol. 6, pp. 18-25.
23. **Sharp, S. E.** Individual psychology. *Am. Jour. of Psy.* 1899, Vol. 10, pp. 329-391.
24. **Stern, W.** Die differentielle Psychologie. Leipzig, Barth. 1911, 502 p.
25. ———. The psychological methods of testing intelligence. Baltimore, Warwick & York. 1914, 160 p.
26. **Terman, L. M.** Genius and stupidity. *Ped. Sem.* 1906, Vol. 13, pp. 307-373.
27. **Titchener, E. B.** Mental measurement. *Monroe's Cycl. of Educ.* N. Y., Macmillan. 1913, Vol. 4, pp. 197-199.
28. **Thorndike, E. L.** Educational psychology. Teachers College, N. Y. 1910, 2nd ed., 248 p.
29. ———. Educational psychology. Vol. 3. Individual differences and their causes Teachers College, Columbia Univ. 1914, pp. 142-388. 408 p.
30. **Wells, F. L.** The relation of practice to individual differences. *Am. Jour. of Psy.* 1912, Vol. 23, pp. 75-88.
31. **Whipple, G. M.** Manual of mental and physical tests. Baltimore, Warwick & York. 1910, 534 p. Manual of mental and physical tests. Part 1. Simpler processes. 2nd ed. 1914, 365 p.
32. **Whitley, M. T.** An empirical study of certain tests of individual differences. *Archives of Psychol.* 1911, No. 19, 146 p.

BINET'S INTENSIVE CHILD-STUDY: A CONTRIBUTION TO INDIVIDUAL PSYCHOLOGY

—
BY M. H. BURDETT
—

1. **Binet, A.** *L'étude expérimentale de l'intelligence.* Paris. Schleicher Frères. 1903, 309 p.
2. — and **Henri, V.** *La psychologie individuelle.* *L'Année Psychol.* 1895, Vol. 2, pp. 411-465.
3. **Sharp, S. M.** *Individual psychology; a study in psychological method.* *Amer. Jour. Psychol.* 1899, Vol. 10, pp. 329-391.
4. **Stern, L. W.** *The psychological methods of testing intelligence.* Tr. by G. M. Whipple. Baltimore, Warwick & York. 1914, 160 p.
5. — —. *Die psychologischen Methoden der Intelligenzprüfung und deren Anwendung an Schulkindern.* Leipzig, Barth. 1912, 106 p.
6. **Toulouse, E.** *Enquête médico-psychologique sur les rapports de la supériorité intellectuelle avec la neuropathie.* Emile Zola. Paris, Flammarion. 1896, 282 p.
7. — —. *Enquête médico-psychologique sur les rapports de la supériorité intellectuelle.* Henri Poincaré. Paris, Flammarion. 1910, 208 p.

SOME SENSORY FACTORS INVOLVED IN TRAINING

—
BY GEORGE E. JONES
—

1. **Bates, L.** *Kindergarten guide.* N. Y., Longmans. 1898, 388 p.
2. **Boardman, J. H.** *The educational ideas of Froebel and Pestalozzi.* London, Normal Press. 1906, 76 p.
3. **Boyd, Wm.** *From Locke to Montessori.* N. Y., Holt. 1914, 272 p.
4. **Chambers, W. G.** *Significance of motor activity in primary education.* *Jour. of Pedagogy.* 1906, Vol. 18, pp. 166-184.
5. **Culverwell, E. P.** *The Montessori principles and practice.* London, Bell. 1913, 309 p.
6. **Davidson, T.** *Rousseau and education according to nature.* N. Y., Scribner. 1898, 253 p.
7. **Fisher, D. C.** *A Montessori mother.* N. Y., Holt. 1912, 240 p.
8. **Fletcher, S. F. and Wetan, J.** *Froebel's chief writings on education.* London, Arnold. 1912, 246 p.
9. **Froebel, F.** *Education of man.* Trans. by W. N. Hailmann. N. Y., Appleton. 1877, 332 p.

10. ———. Education by development. Trans. by Josephine Jarvis. N. Y., Appleton. 1899, 347 p.
11. ———. Pedagogics of the kindergarten. N. Y., Appleton. 1895, 337 p.
12. **Gesell, A. L. and Gesell, Beatrice C.** The normal child and primary education. N. Y., Ginn. 1912, 342 p. (Bib.)
13. **Grant, Cecil.** English education and Montessori. London, Wells, Gardner, Darton & Co. 1913, 106 p.
14. **Graves, F. P.** Great educators of three centuries. N. Y., Macmillan. 1912, 289 p.
15. **Harrison, E.** The Montessori method and the kindergarten. U. S. Bureau of Ed. Bull. 1914, No. 28.
16. **Heubaum, A.** Johann Heinrich Pestalozzi. Berlin, Reuther. 1910, 368 p.
17. **James, Wm.** The principles of psychology. N. Y., Holt. 1905, 2 vols.
18. **Krause-Boelte, Marie and Kraus, J.** The kindergarten guide. N. Y., Steiger. 1877, 433 p.
19. **Meumann, E.** The psychology of learning. Trans. by J. W. Baird. N. Y., Appleton. 1913, 384 p.
20. **Montessori, M.** The Montessori method. Trans. by Anne E. George. N. Y., Stokes. 1912, 377 p.
21. **Rooper, T. G.** Selected writings. London, Blackie. 1907, 293 p.
22. **Seguin, E.** Idiocy; and its treatment by the physiological method. N. Y., Teachers College. 1908, 202 p.
23. ———. The psycho-physiological training of an idiotic hand. Archives of Medicine. 1879, Vol. 2, pp. 149-156.
24. ———. The psycho-physiological training of an idiotic eye. Archives of Medicine. 1880, Vol. 4, pp. 217-233.
25. **Sherrington, C. S.** The integrative action of the nervous system. N. Y., Scribners. 1906, 411 p.
26. **Smith, Anna T.** The Montessori system of education. U. S. Bureau of Educ. Bul. 1912, No. 17, 30 p.
27. **Smith, Theodate L.** The Montessori system. N. Y., Harpers. 1912, 75 p.
28. ———. Montessori and her Houses of Childhood. Ped. Sem. 1911, Vol. 18, pp. 533-542.
29. **Stevens, Ellen Yale.** A guide to the Montessori method. N. Y., Stokes. 1912, 240 p.
30. ———. Montessori and her Houses of Childhood. Ped. Sem. 1911, Vol. 18, pp. 533-542.
31. **Taylor, J. M.** Motor education for the child. Pop. Sci. Mo. 1911, Vol. 78, pp. 268-272.
32. **Thorndike, E. L.** The original nature of man. Educational psychology. N. Y., Teachers Coll. 1913, 327 p.

33. ———. The psychology of learning. Educational psychology. Vol. 2. N. Y., Teachers Coll. 1913, 452 p.
34. **Ward, Florence E.** The Montessori method and the American school. N. Y., Macmillan. 1913, 243 p.
35. **Watson, J. B.** Behavior. An introduction to comparative psychology. N. Y., Holt. 1914, 439 p.

TRANSFER, EXPERIMENTAL STUDIES

BY ANGELINA L. WEEKS

1. **Brown, W.** The effects of observational errors and other factors upon correlation coefficients in psychology. Brit. Jour. of Psy. 1913, Vol. 6, pp. 223-235.
2. **Buck, P. M.** The classical tradition and the study of English. Class. Jour. 1914, Vol. 9, p. 291.
3. **Burt, C.** Experimental tests of general intelligence. Brit. Jour. of Psy. 1909, Vol. 3, pp. 94-177.
4. **Cummins, R. A.** A study of the effect of basketball practice on motor reaction, attention and suggestibility. Psy. Rev. 1914, Vol. 21, pp. 356-379.
5. **Donovan, M. E. and Thorndike, E. L.** Improvement in a practice experiment under school conditions. Am. Jour. of Psy. 1913, Vol. 24, pp. 426-428.
6. **Ebbinghaus, H.** Memory: A contribution to experimental psychology. Tr. by Ruger, Teacher's Coll. 1913, 123 p.
7. **Fisher, S. C.** Arithmetic and reasoning in children. Ped. Sem. 1912, Vol. 19, pp. 48-77.
8. **Hart, B. and Spearman, C.** General ability, its existence and nature. Brit. Jour. of Psy. 1912, Vol. 5, pp. 51-79.
9. **Heck, W. H.** Mental discipline and educational values. N. Y., Lane. 1911, 208 p.
10. **Henderson, E. N.** Formal discipline from the standpoint of analytic and experimental psychology. Education. 1909, Vol. 29, pp. 601-613.
11. **Henmon, V. A. C.** The present status of education as a science. School Rev. Mon. 1912, No. 2, pp. 75-87.
12. **Hill, L. B., Rejall, A. E. and Thorndike, E. L.** Practice in the case of typewriting. Ped. Sem. 1913, Vol. 20, pp. 516-529.
13. **Hollingworth, H. L.** Individual differences before, during and after practice. Psy. Rev. 1914, Vol. 21, pp. 1-8.
14. ———. Correlation of abilities as affected by practice. Jour. of Ed. Psy. 1913, Vol. 4, pp. 405-418.

15. Kirby, T. J. Practice in the case of school children. N. Y., Teachers Coll. 1913, 98 p.
16. Kline, L. W. and Owens, W. A. Preliminary report of a study in the learning process, involving feeling tone, transference and interference. *Psy. Rev.* 1913, Vol. 20, pp. 206-244.
17. Kuhlmann, F. The present status of memory investigation. *Psy. Bull.* 1908, Vol. 5, pp. 292.
18. Libby, W. An experiment in learning a foreign language. *Ped. Sem.* 1910, Vol. 17, pp. 81-96.
19. Lyans, C. K. The doctrine of formal discipline. *Ped. Sem.* 1914, Vol. 21, pp. 343-393.
20. Meumann, E. *Abriss der experimentellen Pädagogik.* Leipzig, Engelmann. 1914, 461 p.
21. ———. The psychology of learning. N. Y., Appleton. 1913. Tr. by J. W. Baird. 393 p.
22. Meyer, S. Gibt es eine Übung ausserhalb des Gedächtnisses? *Zt. f. päd. Psychol.* 1913, Vol. 14, pp. 160-183. Rev. by J. W. Baird, *Psy. Bull.* 1914, Vol. 11, pp. 318-319.
23. Myerhardt, M. W. Economical learning. *Ped. Sem.* 1906, Vol. 13, pp. 145-184.
24. O'Shea, M. V. Aspects of mental economy. *Bull. Univ. of Wis.* 1900, No. 36.
25. ———. Determining educational values. *Pop. Sci. Mo.* 1914, Vol. 85, pp. 284-291.
26. Perkins, A. L. Latin as a vocational study in the commercial course. *Class. Jour.* 1914, Vol. 10, pp. 7-16.
27. Phillips, F. M. Value of daily drill in arithmetic. *Jour. of Ed. Psy.* 1913, Vol. 4, pp. 159-163.
28. Pyle, W. H. Standards of mental efficiency. *Jour. of Ed. Psy.* 1913, Vol. 4, pp. 61-70.
29. Rall, E. E. An experiment with the Courtis tests in arithmetic. *School Rev. Mon.* 1913, No. 3, pp. 36-45.
30. Rapier, L. W. The problem of formal grammar in elementary education. *Jour. of Ed. Psy.* 1913, Vol. 4, pp. 125-137.
31. Reudiger, W. C. The present status of education as a science. *Sch. Rev. Mon.* 1912, No. 2, p. 106.
32. Sayre, H. The artistic value of the Montessori geometrical insets. *Psy. Clin.* 1914, Vol. 8, p. 6.
33. Schoeneberger, H. *Psychologie und Pädagogik des Gedächtnisses.* Leipzig, Nemnich. 1911, 148 p.
34. Scripture, E. W. Cross education. *Pop. Sci. Mo.* 1900, Vol. 56, p. 589.
35. Spaulding, F. E. Measurement of efficiency in elementary and secondary schools. *Education.* 1913, Vol. 34, pp. 225-248.

36. **Spearman, C.** The theory of two factors. *Psy. Rev.* 1914, Vol. 21, pp. 101-115.
37. **Starch, D.** Correlations among abilities in school studies. *Jour. of Ed. Psy.* 1913, Vol. 4, pp. 415-418.
38. **Strayer, G. D.** The abilities of special groups of high school students in the subjects which they study. *School Rev. Mon.* 1914, No. 3.
39. **Thorndike, E. L.** Educational psychology. N. Y., Teachers Coll. 1913, Vol. 2, pp. 350-433.
40. ———. The measurement of educational products. *School Rev.* 1912, Vol. 20, pp. 289-299.
41. **Wells, F. L.** Practice effects in free association. *Am. Jour. of Psy.* 1911, Vol. 22, pp. 1-13.
42. **West, M.** Education and psychology. N. Y., Longmans Green. 1914, 341 p.
43. **Winch, W. H.** Accuracy in school children. *Jour. of Ed. Psy.* 1910, Vol. 1, pp. 557-589.
44. ———. Further work on numerical accuracy in school children. Does improvement in numerical accuracy transfer? *Jour. of Ed. Psy.* 1911, Vol. 2, pp. 262-271.
45. **Wyatt, S.** The inter-relation of memory performances. *Jour. of Exp. Ped. and Training Coll. Record.* 1913.
46. ———. The quantitative investigation of higher mental processes. *Brit. Jour. of Psy.* 1913, Vol. 6, pp. 109-133.

METHODS OF TEACHING READING

BY GEORGE A. PROHASKA

1. **Adamson, J. W.** The practice of instruction. London, Spottiswode. 1907, 521 p.
2. **Boyer, C. C.** Modern methods for teachers. Phil., Lippincott. 1908, 345 p.
3. **Charters, W. W.** Teaching the common school branches. Boston, Houghton Mifflin. 1913, 355 p.
4. **Chubb, P.** The teaching of English. N. Y., Macmillan. 1902, 411 p.
5. **Carpenter, Scott, and Baker.** The teaching of English. London, Longmans. 1903, 380 p.
6. **Gill, E. J.** Methods of teaching reading. *Jour. of Exp. Ped.* 1912, Vol. 1, pp. 243-248.
7. **Hall, G. S.** How to teach reading. Boston, Heath. 1890, 40 p.
8. **Hassel, M. and Varley, L.** A reading test. *Jour. of Exp. Ped.* 1914, Vol. 2, pp. 298-301.
9. **Huey, E. B.** The psychology of reading. N. Y., Macmillan. 1908, 469 p.

10. **Lauing, M.** Reading. Boston, Heath. 1908, 216 p.
11. **McMurry, C. A.** Special methods in reading. N. Y., Macmillan. 1908. 351 p.
12. **Quantz, J. O.** Problems in the psychology of reading. Psych. Rev. Mon. Supp. 1897, Vol. 2, No. 1, 51 p.
13. **Reeder, R.** The historical development of school readers and of methods in teaching reading. Columbia Cont. to Phil. Psych. and Ed. 1900, Vol. 8, No. 2, 90 p.
14. **Schmitt, C.** School subjects and material for tests of mental ability. Elem. School Teacher. 1914, Vol. 15, pp. 150-161.
15. **Taylor, J. S.** Principles and methods of teaching reading. N. Y., Macmillan. 1912, 238 p.
16. **Thorndike, E. L.** Measurement of ability in reading. Teachers Col. Record. 1914, Vol. 15, 73 p.
17. **Valentine, C. W.** Experiments on methods of teaching reading. Jour. of Exp. Ped. 1914, Vol. 2, No. 2, pp. 99-112.

EXPERIMENTAL STUDIES IN READING

—
BY CHARLES E. MCCORKLE
—

1. **Bagley, W. C.** Apperception of the spoken sentence. Am. Jour. of Psychol. 1901, Vol. 12, pp. 80-131.
2. **Bowden, J.** Learning to read. Elem. School Teacher. 1911, Vol. 12, pp. 21-33.
3. **Brown, H. A.** Measurement of efficiency of instruction in reading. Elem. Sch. Teacher. 1914, Vol. 12, pp. 477-490.
4. **Campbell, C. V.** Teaching to read efficiently. N. Y. Teachers Mon. 1913, Vol. 12, No. 2, pp. 53-67.
5. **Cattell, J. McK.** The inertia of the eye and brain. Brain. 1886, Vol. 8, pp. 295-303.
6. ———. Ueber die Zeit der Erkennung und Benennung von Schriftzeichen, Bildern, und Farben. Phil. Studien. 1885, Vol. 2, pp. 634-650.
7. ———. Psychometrische Untersuchungen. Phil. Studien. 1886, Vol. 3, pp. 305-335; 452-493.
8. ———. Time and space in vision. Psy. Rev. 1900, Vol. 12, pp. 325-343.
9. **Courtis, S. A.** Standards in rates of reading. 14th Yearbook, Univ. Chic. Press. 1915. Section 2.
10. ———. Standard tests in English. Elem. Sch. Teacher. 1914, Vol. 14, pp. 374-392.
11. **Dearborn, W. F.** The psychology of reading; an experimental study of the reading pauses and movements of the eye. N. Y., Science Press. 1906, 134 p.

12. Fernald, M. R. The diagnosis of mental imagery. *Psy. Rev. Mon. Supp.* Vol. 14, No. 1, Feb. 1912. 169 p. (See pp. 31-49.)
13. Gill, E. J. Methods of teaching reading, a comparison of results. *Jour. of Exp. Ped.* 1912, Vol. 2, pp. 243-249.
14. Hollingworth, H. L. Characteristic differences between recall and recognition. *Amer. Jour. of Psychol.* 1913, Vol. 24, pp. 533-544.
15. Holt, E. B. Eye movement and central anaesthesia. *Psych. Rev. Mon. Supp.* 1903, Vol. 4, pp. 3-46.
16. Hughes, J. L. Teaching reading. N. Y., *Teacher's Mon.* 1913, Vol. 15, No. 2, pp. 45-52.
17. Judd, C. H. Reading tests. *Elem. Sch. Teacher.* 1914, Vol. 14, pp. 365-373.
18. Meumann, E. *Abriss der experimentellen Pädagogik.* Leipzig, Engelmann. 1914, 462 p.
19. McDougall, R. Recognition and recall. *Jour. of Phil. Psychol. and Sci. Methods.* 1904, Vol. 1, pp. 229-233.
20. Montessori, M. The Montessori method. Tr. by Anne E. George. N. Y., Stokes. 1912, 377 p.
21. Myers, G. C. A comparative study of recognition and recall. *Psychol. Rev.* 1914, Vol. 21, No. 6, pp. 442-456.
22. Oberholtzer, E. E. Testing the efficiency in reading in the grades. *Elem. School Jour.* 1915, Vol. 15, pp. 313-322.
23. Pinter, R. Oral and silent reading of fourth grade pupils. *Jour. of Ed. Psychol.* 1913, Vol. 4, pp. 333-337.
24. Quantz, J. O. Problems in the psychology of reading. *Psychol. Rev. Mon. Supp.* 1897, Vol. 16, No. 1, 51 p.
25. Roethlein, B. E. The relative legibility of different faces of printing types. *Amer. Jour. of Psychol.* 1912, Vol. 23, No. 1, pp. 1-36.
26. Sanford, E. C. Relative legibility of the small letters. *Amer. Jour. of Psychol.* 1888, Vol. 1, pp. 402-435.
27. Schmitt, C. School subjects as material for tests of mental ability. *Elem. Sch. Jour.* 1914, Vol. 15, pp. 150-161.
28. Sleight, W. G. Memory training—is it general or specific? *Jour. of Exp. Ped.* 1911-12. Vol. 1, pp. 51-54.
29. Schulze, R. *Experimental psychology and pedagogy.* N. Y., Macmillan, 1912. 364p.
30. Starch, D. The measurement of efficiency in reading. *Jour. of Ed. Psychol.* 1915, Vol. 6, pp. 1-24.
31. Strong, E. K. The effect of length of series upon recognition memory. *Psy. Rev.* 1912, Vol. 19, pp. 447-462.
32. Thorndike, E. L. The measurement of ability to read. *Teachers Col. Record.* 1914, Vol. 15, pp. 207-227.
33. Waldo, K. D. Tests in reading in Sycamore schools. *Elem. Sch. Jour.* 1915, Vol. 15, pp. 211-268.

EXPERIMENTAL STUDIES OF CHILDREN'S DRAWINGS

By L. C. DAY

1. Ament, W. *Die Seele des Kindes*. Stuttgart. Franckh. 1912, pp. 70-79.
2. Barnes, E. A study of children's drawings. *Ped. Sem.* 1893, Vol. 2, pp. 451-463.
3. ———. The art of little children. *Ped. Sem.* 1895, Vol. 3, pp. 302-307.
4. Brown, E. E. Notes on children's drawings. Berkeley. Univ. of Calif. Studies. 1897, 75 p.
5. Burnham, W. H. Hygiene of drawing. *Ped. Sem.* 1907, Vol. 14, pp. 289-304.
6. Clark, A. B. The child's attitude toward perspective problems. *Barnes' Studies in Educ.* 1897, Vol. 1, pp. 283-294.
7. Couyba, C. M. Le dessin à l'école et l'éducation. In *L'art à l'école*. Paris. Larousse, 1898, pp. 180.
8. Herrick, M. A. Children's drawings. *Ped. Sem.* 1895, Vol. 3, pp. 338-339.
9. Hogan, Louise. A study of a child. N. Y., Harper, 1898, 220 p.
10. Ivanhoff, E. Recherches experimentales sur le dessin des écoliers de la suisse romande: correlation entre l'aptitude au dessin et les autres aptitudes. Genève, Kündig, 1898, 64 p.
11. Junger, O. Was Kinder zu ihrem Vergnügen zeichnen und der Zeichenunterricht. Autorisierte Übersetzung aus dem Dänischen von O. Gerloff. Kiel. Cordes. 1907, 50 p.
12. Kerschensteiner, G. Die Entwicklung der zeichnerischen Begabung. München. Gerber, 1905, 508 p.
13. Kik, C. Die übernormale Zeichnenbegabung bei Kindern. *Zeit. f. ang. Psychol.* 1908, Vol. 2, pp. 92-150.
14. Lamprecht, K. G. Les dessins d'enfants comme source historique. Acad. roy. de Belgique. Bull. 1906. Bruxelles. 1906, pp. 457-469.
15. Levinstein, S. Kinderzeichnungen bis zum 14. Lebensjahr. Leipzig, Voigtländer. 1905, 119 p.
16. Lukens, H. T. Study of children's drawings in early years. *Ped. Sem.* 1896, Vol. 4, pp. 79-110.
17. Luquet, G. Les dessins d'un enfant: étude psychologique. Paris Alcan, 1913, 262 p.
18. Maitland, L. What children draw to please themselves. *Inland Educator.* 1895, Vol. 1, pp. 77-81.

19. **Meumann, E.** Vorlesungen zur Einführung in die experimentelle Pädagogik. Leipzig, Engelmann. 1907, Vol. 2, pp. 361-397.
20. **O'Shea, M. V.** Children's expression through drawing. Proc. N. E. A. 1894, pp. 1015-1023.
21. **Partridge, L.** Children's drawings of men and women. Barnes' Studies in Educ. 1902, Vol. 2, pp. 163-179.
22. **Partridge, S. S.** Children's drawings. Paidologist. 1904, Vol. 4, pp. 130-168.
23. **Rooper, T. G.** Drawing in the public schools; a study in practical psychology. N. Y., Kellogg. 1894, 30 p.
24. **Rouma, G.** Le langage graphique d'enfant. Bruxelles. Misch & Thron. 1913, 28 p. (Bib.)
25. **Sully, J.** Studies of childhood. N. Y., Appleton. 1896, 527 p.

RECENT STUDIES IN THE PEDAGOGY OF ARITHMETIC

BY A. O. GRIGGS

1. **Baldwin, B. T.** The application of the Courtis tests in arithmetic to College students. School & Soc. 1915, Vol. 1, pp. 561-576.
2. **Ballard, P. B.** Norms of performance in the fundamental processes of arithmetic, with suggestions for their improvement. Jour. of Exp. Ped. and Tr. Coll. Rec. 1914, Vol. 2, 3, pp. 9-20.
3. **Buckingham, B. R.** The Courtis tests in the schools of New York City. Jour. of Ed. Psychol. 1914, Vol. 5, pp. 199-214.
4. **Burnham, W. H.** Arithmetic and school hygiene. Ped. Sem. 1911, Vol. 18, pp. 54-73.
5. **Davies, G. R.** Elements of arithmetical ability. Jour. of Ed. Psychol. 1914, Vol. 21, pp. 131-140.
6. **Fisher, S. C.** Arithmetic and reasoning in children. Ped. Sem. 1912, Vol. 19, pp. 48-77.
7. **Hahn, H. H. & Thorndike, E. L.** Some results of practice in addition under school conditions. Jour. Ed. Psychol. 1914, Vol. 5, pp. 65-84.
8. **Howell, H. B.** A foundational study in the pedagogy of arithmetic. N. Y., Macmillan, 1914, 328 p.
9. **Lippmann, F. L.** Arithmetic and savings. School Sci. and Math. 1914, Vol. 14, pp. 386-91.
10. **McDougle, E. C.** A contribution to the pedagogy of arithmetic. Ped. Sem. 1914, Vol. 21, pp. 161-218.
11. **Meumann, E.** Vorlesungen zur Einführung in die experimentelle Pädagogik. Leipzig, Engelmann. 1914, pp. 807-15, 3 vols.
12. **Rall, E. E.** An experiment with the Courtis tests in arithmetic. School Rev. Monog. 1913, No. 3, pp. 36-41.

13. **Smith, D. E. & Goldzieher, C.** Bibliography of the teaching of mathematics. 1900-12. U. S. Bureau of Ed. Bul. 1912, No. 29, 85 p.
14. **Thorndike, E. L.** Form of the curve of practice in the case of addition. *Amer. Jour. of Psychol.* 1915, Vol. 26, pp. 247-250.
15. **Walsemann, D. H.** Zahlbildung und Finger. *Zeit. f. exp. Päd.* 1914, Vol. 14, pp. 403-407.
16. **Wheelock, C. F.** Are particular abilities necessary for pupils to gain an understanding of the elementary mathematics as usually given at the present time? *Math. Teacher.* 1914, Vol. 5, pp. 192-197.
17. **Winch, W. C.** Child perception. *Educ. Psychol. Mon.* 1914, No. 12.
18. **Brown, J. C.** Curricula in mathematics. U. S. Bureau of Ed. Bul. 1914, No. 45, 91 p.

SENSE TRAINING

BY J. M. ADDRESS

1. **Aiken, C.** Methods of mind training. N. Y., Harpers, 1897, 110 p.
2. ———. Exercises in mind training. N. Y., Harpers, 1899, 122 p.
3. **Colvin, S. S.** The learning process. N. Y., Macmillan, 1911, 336 p.
4. **Cameron, E. H.** Sense training. *Monroe's Cyc. of Educ.* N. Y., Macmillan, 1913, Vol. 5, pp. 325-326.
5. **Dallenbach, K. M.** The effect of practice upon visual apprehension in school children. *Jour. of Educ. Psychol.* 1910, Vol. 5, pp. 321-335; 387-405.
6. **Fernald, W. E.** Educational treatment of the feeble-minded. *New England Medical Gazette.* 1902, p. 14.
7. **Foster, W. S.** The effect of practice upon visualizing and upon the reproduction of visual impressions. *Jour. of Ed. Psy.* 1910, Vol. 1, pp. 249-262.
8. **Herlin, A.** The education of the senses. *The Training School Bul.* 1914-1915, Vol. 11, pp. 43-46.
9. **Peterson, A. M. & Doll, E. A.** Sensory discrimination in normal and feeble-minded children. *Training School Bul.* 1914-1915, Vol. 11, pp. 110-119; 135-145.
10. **Sanford, E. C.** The function of the several senses in the mental life. *Amer. Jour. of Psy.* 1912, Vol. 23, pp. 59-74.
11. **Stern, W.** *Psychologie der frühen Kindheit.* Leipzig, Quelle & Meyer. 1914, 372 p.
12. **Whipple, G. M.** The effect of practice upon the range of visual attention and of visual apprehension. *Jour of Ed. Psychol.* 1910, Vol. 1, pp. 249-262.
13. **Sense training in the schools of Michigan**, by the State Superintendent of Public Instruction. 1911, No. 34, 16 p.

EXPERIMENTS IN MECHANICAL MOTOR TRAINING

BY S. K. BOYAJIAN

1. **Bair, J. H.** Development of voluntary control. *Psychol. Rev.* 1901, Vol. 8, pp. 474-510.
2. ———. The practice curve. *Psychol. Mon. Supp.* 1902, Vol. 5.
3. **Book, W. F.** The psychology of skill. *Univ. of Montana Studies.* Missoula, Mont. 1908, 188 p.
4. **Bryan, W. L.** On the development of voluntary motor ability. *Amer. Jour. of Psychol.* 1892, Vol. 5, pp. 125-204.
5. ——— & **Harter, F.** Studies in physiology and psychology of telegraphic language. *Psychol. Rev.* 1897, Vol. 4, pp. 27-53.
6. **Colvin, S. S.** The learning process. N. Y., Macmillan, 1911, 336 p.
7. **Coursault, J. H.** The learning process. *Teachers Coll. Columbia Univ. Studies.* N. Y., 1907, 99 p.
8. **Glaser, O. C.** Formation of habits of high speed. *Jour. Comp. Neur. & Psychol.* 1910, Vol. 20, pp. 165-185.
9. **Johnson, W. S.** Experiments on motor education. *Yale Psychol. Lab. Studies.* 1901, Vol. 10, pp. 181-91.
10. ———. Researches in practice and habit. *Yale Psychol. Lab. Studies.* 1900, Vol. 9, pp. 51-103.
11. **Judd, C. H.** Practice without knowledge of results. *Psychol. Rev. Mon. Suppl.* 1905, Vol. 7, pp. 185-195.
12. **Leuba, J. H. & Hyde, W.** An experiment in learning to make hand movements. *Psychol. Rev.* 1905, Vol. 2, pp. 351-369.
13. **Smith, T. L.** On muscular memory. *Amer. Jour. Psychol.* 1906, Vol. 7, pp. 453-491.
14. **Scripture, E. W. & Smith, T. L.** On education of muscular control and power. *Yale Psychol. Lab. Studies.* 1894, Vol. 2, pp. 114-119.
15. **Solomons, L. M.** Automatic reactions. *Psychol. Rev.* 1899, Vol. 6, pp. 387-394.
16. **Swift, E. J.** Acquisition of technical skill in typewriting. *Psychol. Bull.* 1904, Vol. 1, pp. 295-305.
17. ———. Learning of telegraphy. *Psychol. Bull.* 1910, Vol. 7, pp. 149-155.
18. **Woodworth, R. S.** On the accuracy of voluntary movements. *Psychol. Rev. Mon. Supp.* 1900, Vol. 3, No. 2, pp. 1-114.

HOME STUDY

BY E. W. MOORE

1. **Alderman, L. R.** School credit for home work. Boston, Houghton, Mifflin. 1915, 181 p.
2. **Breslich, E. R.** Teaching high school pupils how to study. *School Rev.* 1912, Vol. 20, pp. 505-515.
3. **Burnham, W. H.** The hygiene of home study. *Ped. Sem.* 1905, Vol. 12, pp. 213-230.
4. **Caldwell, O. W.** Detroit Central High School plan. *Pop. Sci. Mo.* 1913, Vol. 82, pp. 243-251.
5. **Kennedy, J.** The Batavia plan after fourteen years' trial. *Elem. School Teach.* 1911-12, Vol. 12, pp. 449-59.
6. **Minnick, J. H.** An experiment in the supervised study of mathematics. *School Rev.* 1913, Vol. 21, pp. 670-75.
7. **Parker, S. C.** Methods of teaching in high schools. N. Y., Ginn. 1915, 529 p.
8. **Reavis, W. C.** Importance of a study-program for high school pupils. *School Rev.* 1911, Vol. 19, pp. 298-405.
9. ———. Factors that determine the habits of study in grade pupils. *Elem. School Teach.* 1911, Vol. 12, pp. 71-81.
10. **Rynearson, E.** Conference hour in the Pittsburgh high school. *School Rev.* 1912, Vol. 20, pp. 246-253.
11. **Search, W. P.** Individual training; the Pueblo plan. *Educ. Rev.* 1894, Vol. 7, pp. 154-170.
12. **Wiener, W.** Home study reform. *School Rev.* 1912, Vol. 20, pp. 526-31.
13. Editorial on the DeKalb, Illinois, township high school. *School Rev.* 1913, Vol. 21, pp. 58-59.
14. Report of an investigating committee of the Boulder Co. Colo. Teachers' Assoc. *Nebraska Teacher.* 1914, Vol. 17, pp. 84-86.

GRADING, EXAMINATIONS, AND PROMOTIONS

BY AUBREY A. DOUGLASS

1. Ayres, L. P. Irregular attendance—a cause for retardation. *Psy. Clinic.* 1909, Vol. 3, pp. 1-8.
2. ———. Laggards in our schools. N. Y. Charities Pub. Co. 1909, 236 p.
3. Burnham, W. H. Hygiene of examinations. *Monroe's Cyc. of Educ.* N. Y., Macmillan, 1911, Vol. 2, pp. 536-538.
4. ———. Oxygen supply as a condition of efficient brain activity. *Jour. of Ed. Psy.* 1911, Vol. 2, pp. 421-428.
5. ———. A health examination at school entrance. *Ped. Sem.* 1914, Vol. 21, pp. 219-240.
6. Boring, E. G. The marking system in theory. *Ped. Sem.* 1914, Vol. 21, pp. 267-278.
7. Cattell, J. M. Examinations, grades, and credits. *Pop. Sci. Mo.* 1905, Vol. 66, pp. 367-378.
8. Cox, P. W. L. Report to Board of Education. N. Y., Solvay. 1914, pp. 1-63.
9. Crampton, C. W. Anatomical or physiological age versus chronological age. *Ped. Sem.* 1908, Vol. 15, pp. 230-237.
10. Elson, W. H. Waste and efficiency in school studies. *Proc. N. E. A.* 1912, pp. 335-343.
11. Finklestein, I. E. The marking system in theory and practice. *Educ. Psy. Monog.* 1913, No. 10, 88 p.
12. Foster, W. T. Administration of the college curriculum. Boston, Houghton Mifflin. 1911, Chapt. 12 & 13.
13. ———. Scientific distribution of grades at Reed College. *Science.* 1912, Vol. 35, pp. 887-889.
14. ———. Physiological age as a basis for the classification of pupils entering high school. *Psy. Clin.* 1910, Vol. 4, pp. 83-881.
15. Hartwell, C. S. Promotion by subject. *Economy in education.* *Ed. Rev.* 1905, Vol. 30, pp. 155-177.
16. Holmes, W. H. School organization and the individual needs. Worcester, Worcester Press. 1912, pp. 1-152, 211 p.
17. Jackman, W. S. The school grade a fiction. *Ed. Rev.* 1898, Vol. 28, pp. 243-250.
18. Ladd, A. J. Credit for quality in secondary and higher education. *Ed. Rev.* 1909, Vol. 37, pp. 298-305; 516-519.
19. Maxwell, W. H. Examinations as tests for promotions. Syracuse. Bardeen. 1890, 11 p.

20. **Meyer, M.** The grading of students. *Science*. 1908, Vol. 28, pp. 243-250.
21. ———. The kind of scholarship records to be kept in schools. *Univ. of Mo. Bul.* 1914, Vol. 15, No. 32, 15 p.
22. **Secor, W. B.** Credit for quality in secondary schools. *Ed. Rev.* 1908, Vol. 35, pp. 486-490.
23. **Starch, D.** Reliability and distribution of grades. *Science*. 1912, Vol. 38, pp. 630-
24. **Thorndike, E. L.** Elimination of pupils from school. *Bureau of Ed. Bul.* Washington, 1907, No. 4, 63 p.
25. ———. Repeaters in the upper grammar grades. *Elem. Sch. Teacher*. 1910, Vol. 10, pp. 409-414.
26. **VanDenburg, J. K.** Causes of the elimination of students in public secondary schools of New York City. *N. Y. Teachers' College*. 1911, 205 p.
27. **Van Sickle, J. H. et al.** Provision for exceptional children in public schools. *Proc. N. E. A. L.* 1908, pp. 345-385.
28. **Weiss, A. P.** The Ebbinghaus conjectural method of examinations. *Jour. of Exp. Ped.* 1912, Vol. 1, pp. 320-334.

IMITATION IN WRITING

BY CHARLES B. SHAW

1. **Alexander, W. J. & Libby, M. F.** Composition from models. *Toronto, Copp.* 1894, 494 p.
2. **Anonymous.** Literary imitations. *Putnam's Monthly*. 1856, Vol. 8, pp. 113-130.
3. **Chubb, P.** The teaching of English. *N. Y., Macmillan*. 1902, 411 p.
4. **Colvin, S. S.** Imitation versus form in English composition. *Ped. Sem.* 1902, Vol. 9, pp. 393-421.
5. **Coppersmith, M. E.** Suggestions on teaching English. *Ped. Sem.* 1906, Vol. 13, pp. 461-473.
6. **Deahl, J. N.** Imitation in education. Its nature, scope and significance. *N. Y., Macmillan*. 1900, 103 p.
7. **Donnelly, F. P.** Imitation and analysis. English exercises based on Irving's Sketch Book. *Boston, Allyn & Bacon*. 1902, 190 p.
8. **Ellwood, C. A.** Sociology in its psychological aspects. *N. Y., Appleton*. 1912, 416 p.
9. **Franklin, Benj.** Autobiography. *Lippincott. Phil.* 1905, pp. 18-19.
10. **Haskell, E. M.** Imitation in children. *Ped. Sem.* 1894, Vol. 3, pp. 30-49.

11. **Holman, H.** Education. An Introduction to its principles and their psychological foundations. London, Ibister. 1896, 536 p.
12. **McDougall, W.** An introduction to social psychology. Boston, Luce. 1913, 389 p.
13. **McIndoo, J. M.** Instinct as related to education. Detroit, Pub. by the Author. 1914, 64 p.
14. **Mathews, B.** The duty of imitation. Outlook, 1911, Vol. 97, pp. 77-81.
15. **Morgan, C. L.** Habit and instinct. London, Arnold. 1896, Chap. 8.
16. **Palmer, G. H.** Self-cultivation in English. Cambridge, Houghton Mifflin. 1909, 41 p.
17. **Royce, J.** The imitative functions and their place in human nature. Century Mag. 1894, Vol. 26, pp. 137-145.
18. ———. Outlines of psychology. N. Y., Macmillan. 1903, 392 p.
19. **Simons, S. E.** Imitative writing in the high school. Ped. Sem. 1910, Vol. 17, pp. 451-479.
20. **Stevenson, R. L.** Memories and portraits. ("A College Mag.") N. Y., Scribner. 1904, 299 p.
21. **Tarde, G.** The laws of imitation. Tr. by E. C. Parsons. N. Y., Holt. 1903, 404 p.
22. **Webster, E. H.** Verse making in our schools. Ped. Sem. 1912, Vol. 10, pp. 510-517.

SOME ASPECTS OF MODERN FOREIGN LANGUAGE TEACHING

—
BY CORA E. MORSE
—

1. **Armstrong, E. C.** The place of modern languages in American education. School Rev. 1911, Vol. 19, pp. 596-609.
2. **Ash, C. R.** The literary element in the teaching of modern languages. Mod. Lang. Teaching. 1913, Vol. 9, pp. 14-19.
3. **Babcock, E. B.** The use of phonetics in teaching French. School Rev. 1913, Vol. 21, pp. 608-617.
4. **Ballard, A. W.** Efficient teaching of a modern language. Educ. Rev. 1914, Vol. 47, pp. 29-57.
5. **Bagster-Collins, E. W.** German in secondary schools. N. Y., Macmillan. 1913, 232 p.
6. **Bell, C. H.** Experience of an American exchange teacher in Germany. Educ. Rev. 1914, Vol. 47, pp. 29-57.
7. **Brereton, C.** Suggestions for improvements in the teaching of modern languages. Jour. of Ed. 1913, Vol. 35, pp. 282-285.
8. **Cipriani, C. J.** The use of phonetics and the phonograph in the teaching of elementary French. School Rev. 1912, Vol. 20, pp. 516-525.

9. Cutting, S. T. The teaching of German literature in high schools and academies. *School Rev.* 1911, Vol. 19, pp. 217-24.
10. Elliott, A. C. Modern language in business. *Mod. Lang. Teaching.* 1914, Vol. 10, pp. 23-24.
11. Hall, G. S. Psychological aspects of teaching modern languages. *Ped. Sem.* 1914, Vol. 21, pp. 256-263.
12. Handschin, C. H. The teaching of modern languages in the U. S. Bureau of Ed. Bul. Washington. 1913, No. 3.
13. Host, A. G. First year work in modern languages. *School Rev.* 1913, Vol. 21, pp. 549-559.
14. Huther, A. Zur Psychologie des fremdsprachlichen Übersetzens. *Zeit. f. päd. Psychol. u exp. Päd.* 1911, Vol. 12, pp. 156-164.
15. Jones, D. The importance of intonation in the pronunciation of foreign languages. *Mod. Lang. Teaching.* 1914, Vol. 10, pp. 201-205.
16. Kraus, C. A. Modern language instruction in U. S. *Educ. Rev.* 1913, Vol. 45, pp. 237-249.
17. Kuersteiner, A. F. Needs of modern language instruction. *School Rev.* 1911, Vol. 19, pp. 555-568.
18. Libby, Walter. An experiment in learning a foreign language. *Ped. Sem.* 1910, Vol. 17, pp. 81-97.
19. Locard, F. The study of French in the public schools of the U. S. *School Rev.* 1913, Vol. 21, pp. 682-690.
20. Parker, S. C. *Methods of teaching in high schools.* Boston, Ginn. 1915, 505 p.
21. Pegrun, A. W. The oral teaching of German. *Mod. Lang. Teaching.* 1914, Vol. 10, pp. 206-212.
22. Price, W. R. The second year of modern languages. *School Rev.* 1913, Vol. 21, pp. 26-38.
23. Super, C. W. Learning foreign languages. *Pop. Science Mo.* 1910, Vol. 77, pp. 561-69.

PSYCHOLOGICAL DIFFERENCES BETWEEN CHILDREN AND ADULTS

—
BY EDWARD C. WILSON
—

1. Binet, A. Perceptions d'enfants. *Rev. Philos.* 1890, Vol. 30, pp. 582-611.
2. Bolton, T. L. The growth of memory in school children. *Amer. Jour. of Psy.* 1892, Vol. 4, pp. 362-380.
3. Vourdon, B. L'influence de l'age sur la mémoire immédiate. *Rev. Philos.* 1894, Vol. 38, pp. 148-167.

4. **Claparède, E.** *Psychologie de l'enfant et pédagogie expérimentale.* Genève, Kündig. 1911, pp. 234-290.
5. **Cohn, J. & Dieffenbacher, J.** *Untersuchungen über Geschlechts-, Alters-, und Begabungs-Unterscheide bei Schülern.* Leipzig, Barth, 1911, 213 p.
6. **Colvin, S. S. & Meyers, E. J.** Development of imagination in school children and the relation between ideational types and the retentivity of material appealing to the various sense developments. *Psy. Rev. Mon. Supp.*, 1909, Vol. 11, pp. 85-126.
7. **Hall, G. S.** The contents of children's minds on entering school. *Ped. Sem.* 1891, Vol. 1, pp. 139-173.
8. **Henseling, A.** Begriff und Entwicklung der Phantasie. *Zeit. f. päd. Psychol.* 1912, Vol. 13, pp. 464-472.
9. **Howard, F. E.** Psychological differences between children and adults. *Ped. Sem.* 1913, Vol. 20, pp. 236-253. (Bib.)
10. **Hentschel, M.** Die Gedächtnisspanne. Eine Untersuchung über das unmittelbare Behalten von Konsonantenreihen. *Zt. f. päd. Psychol.* 1912, Vol. 13, pp. 562-579.
11. **Meumann, E.** *Vorlesungen.* Leipzig, Engelmann, 1911, Vol. 1, pp. 107; 122; 200; 306; 451; 593.
12. **Radossawljewitsch, P. R.** Das Behalten und Vergessen bei Kindern und Erwachsenen nach experimentellen Untersuchungen. Leipzig, Nemnich, 1907, 193 p.
13. **Rosanoff, I. R. & A. J.** A study of association in children. *Psy. Rev.* 1913, Vol. 20, pp. 43-89.
14. **Rusk, R. R.** Mental association in children. *Brit. Jour. of Psy.* 1910, Vol. 3, pp. 349-385.
15. **Smith, Frank.** An experimental investigation of perception. *Brit. Jour. of Psy.* 1914, Vol. 6, pp. 321-362.
16. **Watkins, S. H.** Immediate memory and its evaluation. *Brit. Jour. of Psy.* 1914, Vol. 7, pp. 319-348.

CHILDREN'S IDEALS

—
BY GERTRUDE P. SMITH
—

1. **Barnes, E.** Type study of children's ideals. *Studies in Educ.* 1902, Vol. 2, pp. 36-40; 78-80; 115-120; 157-160; 198-200; 239-240; 279-280; 309-320; 359-360.
2. — —. Childish ideals. *North Western Mo.* 1898, Vol. 9, pp. 91-93.
3. — —. Freedom in education. *Child Life.* 1900, Vol. 2, pp. 79-82.
4. — —. Ideas of New York kindergarten children. *Kindergarten Magazine.* 1903, Vol. 16, pp. 86-100.

5. **Chambers, W. G.** The evolution of ideals. *Ped. Sem.* 1903, Vol. 10, pp. 101-143.
6. **Darrah, E. M.** A study of children's ideals. *Pop. Sci. Mo.* 1898, Vol. 53, pp. 88-98.
7. **Dodd, C. I.** School children's ideals. *Nat. Rev.* 1900, Vol. 34, p. 875-889.
8. **Friedrich, J.** Die Ideale der Kinder. *Zeit. f. päd. Psy.* 1901, Vol. 3, pp. 38-64.
9. **Goddard, H. H.** Negative ideals. *Barnes' Studies in Educ.* 1902, Vol. 2, pp. 392-398.
10. ———. Ideals of a group of German children. *Ped. Sem.* 1906, Vol. 13, pp. 208-220.
11. **Gilbertson, A. N.** A Swedish study in children's ideals. *Ped. Sem.* 1913, Vol. 20, pp. 100-106.
12. **Hill, D. S.** Comparative study of children's ideals. *Ped. Sem.* 1911, Vol. 18, pp. 219-231.
13. **Kline, L. W.** Study in juvenile ethics. *Ped. Sem.* 1903, Vol. 10, pp. 239-266.
14. **Varendonck, M. J.** Les idéals d'enfants. *Archives de Psychologie.* 1908, Vol. 9, pp. 365-382.
15. **Wyckoff, A. E.** Children's ideals. *Ped. Sem.* 1901, Vol. 8, pp. 482-494.

A COMPARISON OF THE VASOMOTOR AND CARDIO-VASCULAR INDICES IN SCHOOL CHILDREN

—
BY **FREDERICK E. CLERK**
—

1. **Barach, J. H.** The energy index. Cardio-vascular energy as indicated by the arterial pressure per minute. *Jour. Amer. Med. Assoc.* 1914, Vol. 62, pp. 525-526.
2. ———. Blood pressure studies in typhoid fever. *Pennsylv. Med. Jour.* July, 1907, Repr. 7 p.
3. ———. Against over-athleticism. *Proc. 4th Intern. Cong. on School Hyg.* Buffalo. 1913, Vol. 3, pp. 491-496.
4. ——— & **Marks, W. L.** Effect of changes of posture without active muscular exertion on the arterial and venous pressures. *Archive Internal Med.* 1913, Vol. 11, pp. 485-494.
5. ———. Blood pressures. Their relation to each other and to physical efficiency. *Archives of Intern. Med.* April, 1914.
6. **Cowing, W. H.** Blood pressure, technique employed. Boston, Mahady Co. 1912, 96 p.
7. **Crampton, C. W.** Blood ptosis. A test of vasomotor efficiency. *N. Y. Med. Jour.* Nov. 8, 1913, Repr. 6 p.

8. —. Blood pressure in its relation to physical training procedure. Olympic Cong. Lectures. Gold Medal thesis. St. Louis Expos. 1904.
9. —. Blood pressure. *Amer. Phys. Ed. Rev.* 1905, Vol. 10, pp. 275-283. 1906, Vol. 11, pp. 12-18; 105-120; 189-210; 258-263.
10. Dunn, C. H. Cardiac diseases in children with special reference to prognosis. *Amer. Jour. of Diseases of Child.* August, 1913, pp. 104-215.
11. Howell, W. H. A textbook on physiology for medical students and physicians. Johns Hopkins Univ. 1910, 977 p.
12. Judson, C. F. & Nicholson, M. D. Blood pressure in normal children. *Amer. Jour. of Dis. of Children.* 1914, Vol. 8, No. 4, pp. 257-269.
13. McCurdy, J. H. Adolescent changes in heart rate and blood pressure. *Amer. Phys. Ed. Rev.* 1910, Vol. 15, pp. 421-432.
14. Nicholson, P. The clinical significance of blood pressure. *Medical Record.* 1915, Vol. 87, pp. 473-476.
15. Savage, W. L. Physiological and pathological effects of severe exertion (Marathon race). *Amer. Phys. Ed. Rev.* 1910, Vol. 15, No. 9, 1911, Vol. 16, Nos. 1, 2, 3, 4, 5.
16. Shumacker, M. D. & Middleton, W. S. The cardiac effects of immoderate college athletics. *Jour. Amer. Med. Assoc.* April 11, 1914.
17. Tyndale, W. R. Blood pressure as an indication of condition. *Proc. N. E. A.* 1913, pp. 668-674.
18. Warfield, L. M. *Archives of internal medicine.* Sept. 15, 1912, Vol. 10, No. 3, pp. 258-267.

STUDIES OF POSTURE

—
BY CHARLES B. LEWIS
—

1. Abbott, G. A study of posture in school, as affected by school-room lighting. *Am. Phys. Ed. Rev.* 1905, Vol. 10, pp. 36-41.
2. Bancroft, J. H. Efficiency methods for training the posture of school children. *Am. Phys. Ed. Rev.* 1913, Vol. 18, pp. 309-312.
3. — The posture of school children N. Y., Macmillan, 1913, 322 p. (Bib.)
4. Burnham, W. H. Rickets. *Monroe's Cyc. of Ed.* 1913, Vol. 5, pp. 188-189.
5. —. Spinal curvature. *Monroe's Cyc. of Ed.* 1913, Vol. 5, p. 402.
6. Cotton, F. J. School furniture for Boston schools. *Am. Phys. Ed. Rev.* 1904, Vol. 9, pp. 267-284.
7. Crampton, C. W. Blood pressure. *Am. Phys. Ed. Rev.* 1905, Vol.

- 10, pp. 275-283; 1906, Vol. 11, pp. 12-18; 105-120; 199-210; 258-263.
8. Dresslar, F. B. School desks and seats. *Monroe's Cyc. of Ed.* 1913, Vol. 2, pp. 311-317.
9. Drew, L. Posture as influenced by environment. *Am. Phys. Ed. Rev.* 1913, Vol. 18, pp. 1-4.
10. Goldthwait, J. E. The relation of posture to human efficiency and the influence of poise upon the support and function of the viscera. *Boston Med. and Surg. Jour.* 1909, Vol. 16, pp. 839-848.
11. James, W. Principles of psychology. Relation of emotion to posture. N. Y., Holt, 1902, Vol. 2, pp. 443-485.
12. Jones, E. E. The influence of bodily posture on mental activities. *Columbia Univ. Cont. to Phil. and Psy.* N. Y. 1907, Vol. 16, No. 2, 60 p. *Also Archives of Psy.* 1907, No. 6, 61 p.
13. Jacob, A. G. Posture. *Am. Phys. Ed. Rev.* 1913, Vol. 18, pp. 6-9.
14. Mosher, E. Habitual postures of school children. *Ed. Rev.* 1892, Vol. 4, pp. 339-349.
15. —. The influence of habitual posture on the symmetry and health of the body. *Brooklyn Med. Jour.* 1892, Vol. 6, pp. 393-414.
16. Perrin, E. Methods of interesting school children in good postural habits. *Mind and Body.* 1914, Vol. 21, pp. 262-265.
17. Towne, E. A preliminary study of pupil's attitudes. *Am. Phys. Ed. Rev.* 1901, Vol. 6, pp. 20-27.
18. —. A continued study of pupil's attitudes. *Am. Phys. Ed. Rev.* 1902, Vol. 7, pp. 18-28.
19. Truslow, W. The relation of corsets, shoes and gymnastics to posture. *Am. Phys. Ed. Rev.* 1913, Vol. 18, pp. 313-317.
20. Sargent, D. L. Physical education. Boston, Ginn, 1906, 311 p.
21. Terman, L. M. The hygiene of the school child. Boston, Houghton Mifflin, 1913, 406 p. (Bib.)

JOHANN HEINRICH PESTALOZZI

—
BY LAWRENCE A. AVERILL
—

1. DeGuimps, R. Pestalozzi. Tr. by Russell, N. Y., Appleton, 1890, 438 p.
2. Graves, F. P. Great educators of three centuries. N. Y., Macmillan, 1912, 289 p.
3. Green, J. A. Pestalozzi's educational writings. N. Y., Longmans, 1912, 328 p.
4. Heubaum, A. Johann Heinrich Pestalozzi. Berlin, Reuther, 1910, 368 p.

5. **Holman, H.** Pestalozzi, an account of his life and work. N. Y., Longmans, 1908, 322 p.
6. **Klinke, W.** Das Volksschulwesen des Kantons Zürich zur Zeit der Helvetik. Zürich, Leeman, 1907, 175 p.
7. **Pestalozzi, J. H.** Leonard and Gertrude. Tr. by Eva Channing, with an introduction by G. S. Hall, Boston, Heath, 1889, 181 p.
8. —. Sämmtliche Werke. Liegnitz, Seyffarth, 1902. Seyffarth's 2d ed, 12 vols.
9. **Quick, R. H.** Educational reformers. N. Y., Appleton, 1908, 568 p.
10. **Ziegler, T.** Geschichte der Pädagogik. München. Beck, 1908, 416 p.



UNIVERSITY OF CALIFORNIA LIBRARY

14 DAY USE
RETURN TO DESK FROM WHICH BORROWED
LOAN DEPT.

RENEWALS ONLY—TEL. NO. 642-3405

This book is due on the last date stamped below, or
on the date to which renewed.

Renewed books are subject to immediate recall.

AUG 20 1970 55

SEP 20 1970

REC'D LD AUG 24 70 -2 PM 6 0

NOV 10 1970 51

REC'D LD OCT 27 71 -2 PM 4 1

JUL 02 1997

NOV 02 1998

LD21A-60m-3,'70
(N5382a10)476-A-32

General Library
University of California
Berkeley

U.C. BERKELEY LIBRARIES



C031116677

952160

THE UNIVERSITY OF CALIFORNIA LIBRARY

